DOCUMENT RESUME

ED 208 835 IR 009 743

AUTHOR Nelson, Donald E.
TITLE University Libraries and Instructional Media Facilities: Present and Future Relationships. Summary and Comparison of Responses from 1971 and 1980 Questionnaires.
PUB DATE Apr 81
NOTE 23p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Philadelphia, PA, April 6-10, 1981).

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Administrative Organization; *Audiovisual Centers; *College Libraries; *Learning Resources Centers; Library Circulation; Library Expenditures; Library Surveys; Library Technical Processes; Longitudinal Studies; Shared Facilities; Shared Services; Trend Analysis

ABSTRACT

Copies of the same questionnaire were sent to university library director(s) in each state, the territories of Guam, and the Virgin Islands in 1971 and 1980 to determine changes in administrative and physical relationships between the libraries and audiovisual instructional technology centers. The selected sample of universities with varying enrollments included some with known relationships between libraries and instructional media facilities and others about which little was known. Fifty-eight (64%) and 34 (37%) of the questionnaires sent out were completed and returned in 1971 and 1980, respectively. Comparison of the results of the two studies indicated that (1) fewer libraries and media centers had separate directors in 1980 and the effectiveness of these relationships had increased; (2) the number of respondents favoring the combining of print and non-print materials in the teaching-learning process and increased by 14 percent; (3) the number of non-print instructional materials budgets administered by the campus media center with an increase of library and departmental funds for this purpose had decreased slightly; and (4) the number of media directors reporting to the library directors had increased. Both quantitative data and respondents' comments are provided. (RBF)

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UNIVERSITY LIBRARIES AND INSTRUCTIONAL MEDIA FACILITIES: PRESENT AND FUTURE RELATIONAHIPS

Summary and Comparison of Responses from
1971 and 1980 Questionnaires

by

Donald E. Nelson

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UNIVERSITY LIBRARIES AND INSTRUCTIONAL MEDIA FACILITIES:
PRESENT AND FUTURE RELATIONSHIPS

SUMMARY AND COMPARISON OF RESPONSES FROM
1971 AND 1980 QUESTIONNAIRES

By Donald E. Nelson, Director
Instructional Resources Center

Between 1971 and 1980, have there been significant changes in administrative and physical relationships between university libraries and instructional media facilities?

In order to respond to this question, the Director of the Instructional Resources Center and the Director of Libraries sent questionnaires, in July, 1971, and February, 1980, to at least one university library director in each state and the territories of Guam and the Virgin Islands. The selected sample consisted of universities with a variety of enrollments. Included in the sample were certain universities with known relationships between library and instructional media facilities; questionnaires were sent to other universities about which little was known in this area.

Fifty-eight completed questionnaires were received in 1971. In 1980, thirty-four completed responses were received.

The summary is presented in the following format:

(1) Each numbered question and sub-question from the questionnaire is underlined in this summary.

(2) Replies to structured responses are summarized in rank order of the 1971 survey, with 1980 responses and percent differences identified separately.

(3) Some questions were not answered by all respondents. If a reason is given for not responding, that information is included under "Comments."

(4) Comments were drawn from all statements made by respondents. Redundancy was eliminated whenever possible, by grouping responses.

(5) Both direct quotations and paraphrased comments are presented, without reference to source.

(6) An abstract of the summary is located after the comments in question #17. The abstract contains generalizations from the responses to each item and comparisons between the 1971 and 1980 data. We hope that the information can be used as a resource of university library/AV center physical and administrative relationships and will stimulate additional discussion and research by university library and instructional media directors and their local and national professional organizations.

(7) The final section of this report lists the universities from which 1971 and 1980 responses were received.

SUMMARY OF RESPONSES

Percentages of change acknowledge the difference in number of respondents:
1971 N = 58 1980 N = 34

1. Which of the following best describes the administrative and physical relationship of the library and audiovisual (AV) equipment/materials center on your campus?

	% 1971	% 1980	% Change
a. Administrative			
Separate, with separate directors	81	52	- 29
Joint, with one library-oriented director	17	23	+ 6
Joint, with library director and AV director	2	5	+ 3
Joint, with one media-oriented director	0	0	--
b. Physical			
Separate facilities; separate operations	80	70	- 10
Joint facilities; joint operations	13	18	+ 5
Joint facilities; separate operations	7	9	+ 2

Comments

1971

Seven respondents indicated that their institution had no centralized AV facility; AV requirements were handled by departments. At one university, the College of Education takes care of some of the AV requirements, the Information Office handles the equipment, the Library has 16mm films, and there is a separate film/TV department. One librarian reported that there is minimal involvement with AV materials on the part of the Library; the AV Center provides only the equipment, with faculty ordering their own software. Another institution had its AV Center under the Division of Continuing Education; the Library has no relationship with the AV Center.

1980

On one campus, AV software production is separate from the library; other functions are joint.

2. How effective is the present relationship?

	1971	1980	% Change
Quite effective	40	30	- 9
Somewhat effective	20	15	- 5
Tolerable	16	30	+ 13
Extremely effective	11	21	+ 10
Other	11	--	- 11
Intolerable	2	3	+ 1

Comments

1971

"Both directors strive toward separate and distinct goals; audio and visual requirements of the library are provided by the Director, Educational Resources Center."

"We run a good library and a good media program for classroom use, including production; we fall short in facilities and materials for students to use on their own."

"There is no centralized AV service on campus. Each department or school purchases AV equipment and arranges (its) own showings. This is costly and duplicative."

"There is no relationship; each department pursues its functions reasonably effectively, but in my opinion, less effectively than if a formal relationship were to be established. What few inter-personal relationships have developed are cordial."

"The library should be the retail outlet; AV should be wholesalers or manufacturers."

"Responsibilities are well defined. Library has delivery systems, Center for Instructional Development has development, technical support and production."

"This separation of interests may not be the most efficient, nor the most effective, but it is what the University Administration has approved of up to this point."

"The University Library and the Media Resources Center have established a policy of assigning a senior staff member from each administrative unit to coordinate projects of mutual interest...a most satisfactory way to achieve our goal of providing additional services to the academic community."

"It seems very hard to estimate the effectiveness of the situation since the Library knows very little about what the Media Center is doing."

"We certainly should be complementing each other; we are not."

"There has been very little pressure for AV materials on this campus. Under the circumstances it seems to work but is very inefficient."

"Total availability of instructional resources and information for faculty and students." (Joint facilities, joint operations, joint directors were reported by this respondent.)

1980

Problems of coordination of purchases and duplication of services were noted by two respondents. At another location, a committee is studying the feasibility of having a centralized facility. There is a steady improvement in the relationship under a new director. At one large university, only $400 per year is allocated for audiovisual software, "...so there is no point in going to the trouble/bother of trying to

unify AV services and/or collections." Another comment: "...economically inefficient, wastefully duplicative." At a small campus, "I feel that, while our operations are separate, there is a spirit of cooperation and mutual support."

3. To whom is the library director responsible?

	% 1971	% 1980	% Change
Vice President for Academic Affairs or equivalent	78	68	- 10
Other	15	14	- .6
President	7	3	- 4

Comments
1971

Those indicating "other" were responsible to such members of the administration as the Director of Learning Resources, Dean of Administration, Dean of Education, Educational Services, the Vice Provost for Libraries, and the Director of Communication programs.

4. To whom is the AV director responsible?

	% 1971	% 1980	% Change
Other	37	36	- 1
Vice President for Academic Affairs or equivalent	31	30	- .8
Dean of Education	18	6	- 12
Librarian	14	22	+ 9

Comments
1971

"Other" included Vice Presidents for Public Services, Business Affairs, Information and Development, Educational Services, Administrative Affairs; Executive Assistant to the President, Director of Continuing Education, Deans, and the Director of the Learning Resources Center.

5. In your opinion, should the library, AV center and computer center be combined into a single academic support system on many college and university campuses?

	1971	1980	% Change
Yes	39	39	0
No (Fourteen of those indicating "no" qualified their response by saying that they were in favor of combining the library and AV center, but not the computing center.)	61	61	0

Comments
1971

"It depends on many factors: type of institution, historical precedent, existing physical plant, cost implications."

"Library and non-book materials collection should be together; production of materials should be separate. The computing center is large enough to operate as an independent agency."

"But only (yes) if under a Vice President of Instructional Services--there would still be individual directors or deans of each operation."

"Centralization of components depends on the instruction, its mission, and the scope of the total program of each component."

"In some instances I would include the computer center, depending on their mission."

"This question is being debated on our campus now. I don't know the answer."

"AV materials and the computer center are glamorous; I have seen them drain away support that should have gone to the library."

"I regard the library as an information center--not a production unit."

"Unless real cooperation and coordination can be attained without such a single system."

"(Combining each unit)...could add a useful dimension to the other's services, could facilitate the use of both kinds of resources, and could increase the visual literacy of users by encouraging them to think in other than 'print' terms when pursuing their research."

"For efficiency, better administration and service."

"Hell, no. Everywhere I see this combination it is working badly. Three distinctly (different) kinds of knowledge and concern are required to oversee these three operations."

"Although there are interrelationships, coordination can be handled through committee and staff assignments and through administration under a common administrator."

"Perhaps so, if this is necessary to achieve coordination, but I believe there are three separate disciplines involved, and in large institutions, if they are not efficient and cooperative separately, lumping them together will not necessarily solve the problem. It might just add one more step in the administrative hierarchy..."

"A qualified no. It could work effectively if local circumstances are favorable. Attitudes of people involved is crucial."

"Experience here seems to indicate that all collections (AV and graphic) should be library-located and administered. A separate AV or Instructional Media Division could handle all production and administer equipment."

"We see the interrelationships growing, but we feel that each function has other distinct facets, which conflict. We anticipate such relationships to be network oriented; i.e., beyond any single campus."

1980

One view: "Mega departments do not work--different functions to be performed." Yet another: "We are moving in this direction. I think it will

be accomplished within the next fiscal year." Several respondents noted the need for effective coordination among the three types of units. From a major campus, "...it should have been done 50 years ago..."

6. In your opinion, should journals and regional and national conferences in these fields include more discussion on the implications of such joint facilities?

	1971	1980	% Change
Yes	87	84	- 3
No	13	16	+ 3

7. In your opinion, what is the relationship of print to non-print materials (other than micromedia) in the teaching-learning process?

	1971	1980	% Change
They should be combined	79	93	+ 14
They should be considered as two distinct groups of resources	21	7	- 14

Comments

1971

"No one way is right--depends on local situation, size of operation, etc."

"All sources of information must be used in teaching--this is the instructor's responsibility."

"Selected on the basis of need."

"...format is of no consequence."

"These resources are complementary. They are not interchangeable, but supportive of one another, helping to accomplish the same tasks in different ways. Placing both kinds of resources under the same roof could provide more visibility for AV materials and encourage a more creative approach to their use."

"...however, this combination must necessarily be intellectual and not necessarily physical."

"Different objectives. Regarded as systems of information transfer, these resources differ in type of information processed, especially in level of use, i.e., educational aims and subject field."

"School librarians are ahead of us--they have already written a set of standards..."

"Two distinct groups, but centrally administered as much as possible. Catalogs, indexes, bibliographies should be centrally located. Physical shelving and storage would, of course, be separate, but close enough for convenient inter-use."

1980

From one respondent: "...libraries collect, organize, and disseminate recorded knowledge, regardless of format." Another stated that, "Faculty and students

are concerned with information. They could care less about the Communication format." Yet another response: "It is not a question of combining, but the appropriate design and utilization of instructional technology to achieve the learning (task) within the individual."

8. Would your response to question #7 have been significantly different in:

	% 1971	% 1980	% Change
1971?			
Yes	--	6	--
No	--	94	--
1963?			
Yes	11	33	+ 23
No	89	67	- 23
1959?			
Yes	11	11	0
No	89	89	0
1950?			
Yes	11	--	0
No	89	--	0

Comments

1971

"Because we never had it any other way."

"I was only six years old at the time (1950)."

"I did not give much thought to these relationships prior to 1969."

"I was in favor of combining until recently."

"I have always felt that format should not be considered."

"Prior to academic library experience, I would have felt that a complete separation was to be desired."

"I am a librarian, not a media man. Books are first, in my judgment. The media are useful, but secondarily so."

1980

An affirmative response to the 1963 part of this item: "I was a traditional librarian in 1963. Today, it ain't necessarily the same! Thank God!" User resistance (in 1963) to non-print materials in libraries was cited by another respondent. One library director commented, "...in earlier years, I probably would not have completed this questionnaire."

9. To what extent are the library and AV center on your campus involved in planning for curricula changes and teaching-learning innovation? (Check more than one.)

	% 1971	% 1980	% Change
Library slightly	46	37	- 19
Library moderately	28	36	+ 9
Library in depth	15	12	- 3
Library never	11	15	+ 4
AV center slightly	36	32	- 4
AV center moderately	29	29	0
AV center in depth	21	21	0
AV center never	14	18	+ 4

Comments

1971

"Question is fuzzy. We are not involved in designing changes but we are considered in depth, and funded accordingly, in them. Same is true for AV."

"Neither the library nor the AV center are as involved in planning curricula and curricular changes as they should be."

10. This item concerns the budgeting, acquisition, cataloging, shelving, and circulation of non-print instructional materials other than micromedia. Please check all suggested responses which apply.

a. Budgeting?	% 1971	% 1980	% Change
Part of AV center budget	37	24	- 13
Part of library budget	30	36	+ 6
Departmental funds	17	21	+ 4
Special funds	13	10	- 3
Other	3	9	+

Comments

1971

"We are operating on 'hope'. The University has not as yet pledged any funds. Some 'special' funds have been diverted."

"Musical recordings and tapes only are purchased by library budget. Materials from funds generated by film rentals."

b. How are these materials acquired?	% 1971	% 1980	% Change
Faculty request	42	42	0
Media specialist/instructional technologist req.	30	27	- 4
Library request	23	25	+ 2
Other	5	6	+ 1

Comments
1971
"Library request, on recommendation of AV committee, representing the various schools of the university."

"Requests from public school teachers, film salesmen suggestions."

c. How are they classified or arranged?	% 1971	% 1980	% Change
Type of medium	34	27	- 7
LC	23	26	+ 2
Other	14	13	- 1
Subject	12	17	+ 4
Alphabetically	9	4	- 6
Title	8	13	+ 4

Comments
1971
Respondents reported that they used the Department of Audiovisual Instruction (NFA) Manual; a homemade system; a special scheme for music; accretion numbers for 16mm film in the AV center; courses to identify videotapes.

"Mish mash at present."

d. Where are they shelved?	% 1971	% 1980	% Change
In the campus AV center	42	25	- 18
Separately, in non-print sections	30	38	+ 8
Departments	14	13	- 1
With books	6	3	- 3
In sub-AV centers	5	10	+ 5
Faculty offices	3	7	
Other	--	4	--
e. Circulation?			
AV center	52	50	- 2
From the book circulation desk	22	11	- 10
Special desk in library	17	21	+ 4
Other	9	18	+ 9

11. Please indicate in rank order which of the following instructional media present the greatest problems in cataloging, shelving, and circulation:

1971

a. 35mm slides
b. Realia and models
c. Filmstrips
d. Still pictures
e. Videotapes
f. Phono recordings
g. Audiotapes
h. Film loops
i. Cassette tapes
j. 16mm film
k. 8mm film

1980

a. Realia and models
b. 35mm slides
c. Audio cassettes
d. Reel to reel audio
e. Filmstrips
f. Videotapes/cassettes
g. Videodisc
h. Still pictures
i. 8mm film
j. Film loops
k. Phono recordings
l. 16mm film

Comments

1971

"All have their own unique problems."

"No rank--they're all a mess to handle."

"Why do you assume that they are a 'problem'? Biased question."

"The format not as important as the subject matter."

"They are no more a problem than books."

"They need not present problems at all if everyone accepts their value."

1980

Mixed-media kits are difficult to manage, according to several respondents.

"They are all a pain in the neck!"

12. Please rank order the bases for your responses to item #11. Cataloging, shelving, and circulation problems with non-print materials are created by:

1971	1980
a. Size	a. Lack of personnel
b. Lack of personnel	b. Shape
c. Shape	c. Size
d. Volume	d. Lack of time
e. Lack of time	e. Volume

Comments

1971

Respondents pointed out the obvious incompatibilities which result from trying to catalog, shelve, and circulate such a variety of materials. Included in the "Other" category were difficulties in attempting subject analysis; lack of standards; lack of experienced staff; temperature and humidity problems; the need for excessive individual attention to items, due to lack of a central catalog.

13. Should a variety of non-print instructional materials be acquired, cataloged, shelved, and circulated by the university library?

	% 1971	% 1980	% Change
Yes	79	94	+ 14
No	14	--	--
Undecided	7	6	- .7

Comments

1971

"If micromedia is an acceptable format for libraries to handle, why not other formats of media? The problems of user environment and 'technology of use' are much the same."

"I think the AV function and the library should merge."

"(The) library is essentially a data bank--form of data is not the criterion--cost effectiveness of delivery system is."

"How could a university library be a center of reliable information without them?"

"Student response to the idea is most satisfactory."

"Not a yes/no question. Too many variables involved."

1980

An undecided respondent noted, "I question whether students use AV materials to learn from, or just for entertainment."

14. (1971) Do you anticipate a change in the relationship between your library and AV center within the next five years?

	% 1971
Yes	41
No	52
Undecided	7

(1980) Has there been a change in the relationship between your library and AV center since 1976?

	% 1980
Yes	36
No	64

Comments

1971

(In response to "How" and "Why") "Because of the nature of the problems involved in a closer relationship. Despite liberalizing influences among the faculty and administration of both areas, the more traditional concepts which foster separation will probably prevail."

"Closer relationships or merging. We are going in that direction now."

"Common administrative head (Vice President for Academic Affairs and acceleration and refinement of interdepartmental committee work to coordinate and integrate related activities."

"I would expect that (an AV center) would be a division of the library with its own staff and quarters with the head reporting to the Director of Libraries."

"More use of material in instruction will increase cooperation."

"The Library will probably assume responsibility for distribution of AV materials while the AV Center will concentrate on creating AV aids and distributing equipment."

"Why? It works."

"Nothing changes here except the weather."

"More coordination, perhaps housed in the same building, but under separate directors."

"Hopefully--by appointment of a Vice President in charge of all research and instructional material--library, AV, computer, dial access, etc."

"The separation of units is part of the university philosophy."

"College of Education has strong proprietary interest in AV center."

"Closer physical relationship in new building. Library may assume responsibility for circulation and some dial access."

"Network development."

"The library is planning to establish an AV center when space is available within a year."

15. (1971) Do you anticipate implementation of a dial access information retrieval and/or automated technical services system on your campus?

	% 1971
Yes	52
No	45
Undecided	3

(1980) Since 1976, has there been implementation of a dial access information retrieval, automated technical services, or computerized circulation system on your campus?

	% 1980
Yes	67
No	33

Comments

1971

"I wish I could."

"Automated slide system planned."

"No, neither (is) worth what (it) costs. Dial access is too inflexible for contemporary use, which is swinging hard to cassettes."

"We are working toward automated operations. We have a computerized serials list and will begin automating acquisitions soon."

"Now have information retrieval; technical services in about one year."

"AV center now has modern dial access facility for audio, visual, video and film subjects in separate building. Proposed new library may include additional facilities."

"Automated technical services now; dial access probably 1973."

"We have a Learning Resources Center which is neither the library nor the AV center."

16. (1971) Do you expect your library/AV center/information services to participate in a regional or national information network?

	% 1971
Yes	63
No	26
Undecided	11

(1980) Does your library/AV center/information services participate in a regional or national information network?

	% 1980
Yes	91
No	9

Comments

1971

Several respondents reported that their library is already participating in an information network.

17. Please supply the following demographic data:

Enrollment (including undergraduate, graduate, and extension):

	Range	Mean	Total number of responses
(1971)	60 to 58,958	17,879	51
(1980)	6,200 to 40,569	18,616	27

Total (print and non-print) holdings in your library and/or AV center:

(1971)	3,700 to 2,530,000	987,415	43
(1980)	2,000 to 3,400,000	1,346,543	28

Number of professional staff and/or faculty ranks in library:

(1971)	1 to 150	38.77	55
(1980)	4 to 130	39.28	32

Number of professional staff and/or faculty ranks in AV center:

(1971)	0 to 70	6	41
(1980)	0 to 36	5.67	32

Number of non-professional staff in library:

(1971)	2 to 400	81.5	55
(1980)	0 to 302	78.6	32

Number of non-professional staff in AV center:

(1971)	.5 to 160	19	36
(1980)	0.0 to 50	10.7	32

Name, title and rank of respondents:

	Total number of responses
Director of University Library	19
Associate Director of Library	7
Director of University Library and Professor	6
University Librarian and Professor	4
University Librarian	4
Assistant to Director	4
Assistant to Librarian	3
Director of Audiovisual Services	2
Director of Learning Resources	1
Director of Library and Media	1
Associate Dean	1
Chairman of Media Services	1
Audiovisual Librarian	1
Associate Director of Public Services	1

Number of years in your present position:

	Range	Mean	Total number of responses
(1971)	0.25 to 35	7.66	56
(1980)	0.10 to 18	7.46	31

Number of years in library/AV field:

(1971)	1 to 40	17.35	45
(1980)	3.5 to 42	18.91	27

Would you like a copy of the results (of this survey)?

(1971)	Yes: 53	No: 4	57
(1980)	Yes: 30	No: 3	33

Unique organizational patterns not covered in previous items...Additional general comments:

a. Only non-print media in library is collection of phonorecords, tapes, educational games and cards. Media center provides limited number of AV software for students and faculty. There is need for enlarged instructional materials collection.

b. AV center is called Center for Instructional Technology, comprised of Academic Programs, Production, CCTV and radio systems, Distribution and Utilization.

c. Instructional Television Center is separate from AV center. CCTV system connects ITV to library and media center
Center for Instructional Development staffing pattern is under current re-organization.

d. In addition to standard AV center, Director of Educational Media is responsible for radio, TV and dial access information retrieval.

e. Due to great dispersion of non-print materials, a thorough survey of the actual count was not possible.

f. AV center is under Division of Continuing Education and has no direct relationship with library.

g. Since University is new, library/learning resources center relationship is still under discussion; results of survey will be helpful.

h. Several respondents referred the present writer to their audiovisual counterparts for additional information.

i. Service divided three ways: library, educational technology center, photography; not satisfactory, considerable planning now in progress.

j. Total decentralization; each college and department has its own AV center; administration is shocked by cost of centralizing, claiming that costs under present arrangement are hidden.

k. No centralized AV center now; film library, ETV, radio, graphics, etc. will be coordinated and combined physically and administratively in new library building.

l. "Don't swallow the cliches that float around about your problems. Define your aims clearly, whatinell (sic.) you're trying to do for what reasons, and work out your organization from there. Don't be afraid to change things you have changed in the past. Set up tests before you make changes so you can check at a predetermined time to make sure they are working for you. Shake all emotion and ego-involvement out of your thinking."

m. The most important unresolved need: to equip classrooms with and maintain AV equipment. Should this be responsibility of AV center or plants and grounds department?

n. AV center is small operation and handles only AV hardware; faculty usually order software themselves; Library Service Library has begun to acquire some hardware and software in consultation with faculty.

o. "I see the AV department as creator of learning media; I see the library as the outlet for all media."

1971 ABSTRACT

BASED ON SUMMARY AND INTERPRETATION OF ALL RESPONSES TO EACH ITEM

This abstract, or profile of responses, includes data from either the mean or largest number of responses to each item, depending on the nature of the question. No formal statistical analysis has been attempted; therefore, the information in this abstract is presented with the hope that it will provide a generalized profile of the thinking of a sample of university library and instructional media directors on the relationship of their units to the instructional process--and to each other.

The administrative and physical relationship of libraries and audiovisual (AV) equipment/materials centers was primarily reported as separate (one director and one facility for each). This arrangement was judged quite effective by most respondents, while others reported it to be somewhat effective.

The librarian is primarily responsible to the Vice President for Academic Affairs, or equivalent; the survey showed that AV directors are more often responsible to a variety of administrators, with a somewhat smaller number of respondents indicating that they are also responsible to the Vice President for Academic Affairs, or equivalent.

The combining of the library and AV center into a single academic support system was favored; some respondents favored this philosophy but did not feel that the computer center should be included in such a combination.

Journals, regional, and national conferences of the library and/or AV field should include more discussion of the implications of joint operations.

Print and non-print materials should be combined as instructional resources for use in the teaching-learning process.

Only a few respondents indicated that they would have been in favor of considering print and non-print instructional materials as two distinct groups of resources in 1963, 1959, or 1950.

Both libraries and AV centers have been only slightly involved in planning for curricula changes and teaching-learning innovation.

Non-print instructional materials other than micromedia are primarily purchased by the AV center and library budgets upon faculty request and/or media specialist request. The materials are classified by type of medium and the Library of Congress system. They are shelved and circulated most often by the AV center.

Media causing the greatest problems in cataloging, shelving, and circulation were 35mm slides, realia and models, filmstrips, and still pictures. The problems result from size, lack of personnel, and shape.

The university library should acquire, catalog, shelve, and distribute a variety of non-print instructional materials.

A little more than half of the respondents indicated that they anticipated a change in the relationship between their library and AV center within the next five

years. About the same number expected implementation of a dial access information retrieval and/or automated technical services system, or reported that they already had a system in operation.

Libraries, AV centers, information services, are expected to participate in a regional or national information network.

Although not all 58 respondents indicated the data requested, the mean 1970-71 enrollment (undergraduate, graduate and extension) of those replying was 17,879. Mean holdings (print and non-print): 987,415.

Library professional staff mean: 38.77; AV center, 6. The library's non-professional staff averaged 81.5, while the AV center had a mean staff of 19.

Directors of University Libraries and their colleagues holding a variety of titles averaged 7.66 years in their present position; 17.35 years in the library/AV field.

Only four out of 58 respondents did not care to receive a copy of the results of this survey.

UNIVERSITIES RETURNING COMPLETED QUESTIONNAIRES

University	Location
Alaska, U of	College
Auburn U	Auburn, AL
Ball State U	Muncie, IN
Baylor U	Waco, TX
Brigham Young U	Provo, UT
Colorado, U of	Boulder
Columbia U	New York, NY
Connecticut, U of	Storrs
Cornell U	Ithaca, NY
Drexel U	Philadelphia, PA
Duke U	Durham, NC
Emory U	Atlanta, GA
Florida Atlantic U	Boca Raton
Florida, U of	Gainesville
Guam, U of	Agana
Hawaii, U of	Honolulu
Hofstra U	Hempstead, NY
Idaho State U	Pocatello
Indiana U	Bloomington
Iowa State U	Ames
Kansas State U	Manhattan
Kentucky, U of	Lexington
Lincoln U	Lincoln Univ., PA
Louisiana State U	Baton Rouge
Maine, U of	Orono
Maryland, U of	College Park
Miami, U of	Coral Gables, FL
Michigan State U	East Lansing
Missouri, U of	Columbia
Montana State U	Bozeman
New Hampshire, U of	Durham
Northeastern U	Boston

University	Location
Nevada, U of	Reno
North Carolina State U	Raleigh
North Dakota, U of	Grand Forks
Nova U	Fort Lauderdale, FL
Ohio State U	Columbus
Oklahoma State U	Stillwater
Oral Roberts U	Tulsa, OK
Oregon State U	Corvallis
Pennsylvania State U	University Park, PA
Pittsburgh, PA	Pittsburgh, PA
Rhode Island, U of	Kingston
Rutgers U	New Brunswick, NJ
South Dakota State U	Brookings
South Florida, U of	Tampa
Southern Methodist U	Dallas, TX
Syracuse U	Syracuse, NY
Temple U	Philadelphia, PA
Tennessee, U of	Knoxville
U. S. Military Academy	West Point, NY
U. S. Naval Academy	Annapolis, MD
Utah, U of	Salt Lake City
Vermont, U of	Burlington
Villanova U	Villanova, PA
Washington, U of	Seattle
Wayne State U	Detroit, MI
West Florida, U of	Pensacola

UNIVERSITIES ACKNOWLEDGING RECEIPT OF
QUESTIONNAIRE WITH REASONS FOR
NOT COMPLETING ITEMS

Catholic U of America	Washington, DC
Mississippi State U	State College
New York U	New York, NY
Princeton U	Princeton, NJ
Stanford U	Stanford, CA
U. S. Merchant Marine Academy	Kings Point, NY

Analysis of 1971 and 1980 Responses

The 1971 survey boasted a 64% return of questionnaires, while in 1980, 37% of the respondents completed their questionnaires. Variables which may have contributed to this 27% drop in returns include:

Redundancy	Different personnel
Different time of year	Length of survey
Importance of survey results	Fewer problems in this area

Major changes between the 1971 and 1980 results included:

In 1980, there were fewer library and media centers with separate directors, while joint administrative and physical relationships increased. The effectiveness of the relationships improved over the nine-year span.

Although many library directors and media directors are responsible to the Vice President for Academic Affairs or equivalent, there was an increase in the number of media directors reporting to the library director, which is consistent with the joint administrative/physical relationships noted above.

In spite of the trend toward joint facilities, 64% of the responses were consistently negative in each survey.

Respondents continued to desire additional discussion, in journals and at conferences, of the implications of joint facilities.

In 1980, there was a 14% increase in the number of respondents favoring the combining of print and non-print materials in the teaching-learning process.

The involvement of the library and AV center in planning for curricula changes and innovations in teaching and learning showed a 19% drop in slight involvement of the library, resulting in a slight increase in moderate involvement and no involvement. There was only a minor reduction of slight involvement of the AV center in this process.

There was a slight decrease in the number of non-print instructional materials budgets administered by the campus AV center and increases in use of library and departmental funds for this purpose. There were slightly fewer materials shelved in AV centers in 1980, with more materials available through libraries and sub AV centers.

Compared to 1971, 14% more of the 1980 respondents favored the acquisition and circulation of non-print instructional materials by the library.

There has been an increase in the number of technical services systems in use on the campuses surveyed and participation in regional or national information networks.

UNIVERSITY OF DELAWARE
NEWARK, DELAWARE
19711

THE UNIVERSITY LIBRARY

July 9, 1971

Dear Colleague:

May we have your cooperation in completing the attached questionnaire concerning the relationships between libraries and audiovisual centers on college and university campuses?

At Delaware, we have begun to work toward a much closer library-AV operation. The results of this survey will be invaluable to us and we will be pleased to share them with others in the field.

A stamped, self-addressed envelope is enclosed for your convenience. We would greatly appreciate having the questionnaire returned before August 6, 1971.

We shall be most grateful for your kind assistance.

Sincerely yours,

John M. Dawson
Director of Libraries

Donald E. Nelson
Director, Instructional
Resources Center

UNIVERSITY OF DELAWARE
NEWARK DELAWARE
19711

INSTRUCTIONAL RESOURCES CENTER
EAST HALL
PHONE: 302-738-2685

February 5, 1980

Dear Colleague:

In 1971, you--or one of your predecessors--were requested to complete a questionnaire concerning the administrative and physical relationships between your library and the campus audiovisual/instructional technology center. The response from your office was greatly appreciated. A copy of the results of the study was sent in the Fall of 1971.

We are most interested to compare the July, 1971 study with this replication in February, 1980. If you would like a copy of the results, please so indicate on the questionnaire.

A stamped, self-addressed envelope is enclosed for your convenience.

Thank you for your cooperation.

Nathaniel H. Puffer
Nathaniel Puffer, Acting Director
of Libraries

Don Nelson
Don Nelson, Director
Instructional Resources Center

nw
Encl.